DOCUMENT RESUME

ED 339 909 CE 059 872

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TITLE Setting Up Workplace Basic Skills Training. Guidelines for Practitioners. An ALBSU Special Development Project.
INSTITUTION Adult Literacy and Basic Skills Unit, London (England).
REPORT NO ISBN-1-870741-21-8
PUB DATE 90
NOTE 65p.
AVAILABLE FROM Adult Literacy and Basic Skills Unit, Kingsbourne House, 229/231 High Holborn, London WC1V 7DA, England (7.50 British pounds plus postage).
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Adult Basic Education; Adult Literacy; *Basic Skills; Case Studies; Cost Effectiveness; Foreign Countries; *Inplant Programs; Job Skills; Labor Needs; Literacy Education; Needs Assessment; On the Job Training; Program Development; Program Implementation
IDENTIFIERS Great Britain; *Workplace Literacy

ABSTRACT

This guide provides information on basic skills needs and programs in the workplace and issues affecting basic skills provision from a British perspective. Section 1 aims to provide a context for workplace basic skills provision. Sections 2-7 provide practical suggestions and advice on the following topics: (1) marketing; (2) contacting employers; (3) researching employer needs; (4) justifying the benefits of training to managers, trade unionists, and staff; (5) establishing training needs by identifying two sets of criteria--employer's requirements and trainee's individual needs; (6) setting up provision; and (7) assessment and evaluation. Sample forms and checklists are provided. Section 8 provides a range of case studies that show how training can be customized to the needs of the organization. Section 9 describes some of the most common difficulties that will be encountered when working with employers. A resource section provides suggestions of books and other materials on work-related basic skills. Three charts present selling points, sticking points, and possible responses when making the case for basic skills training to managers, unions, and workers. (YLB)

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SETTING UP WORKPLACE BASIC SKILLS TRAINING

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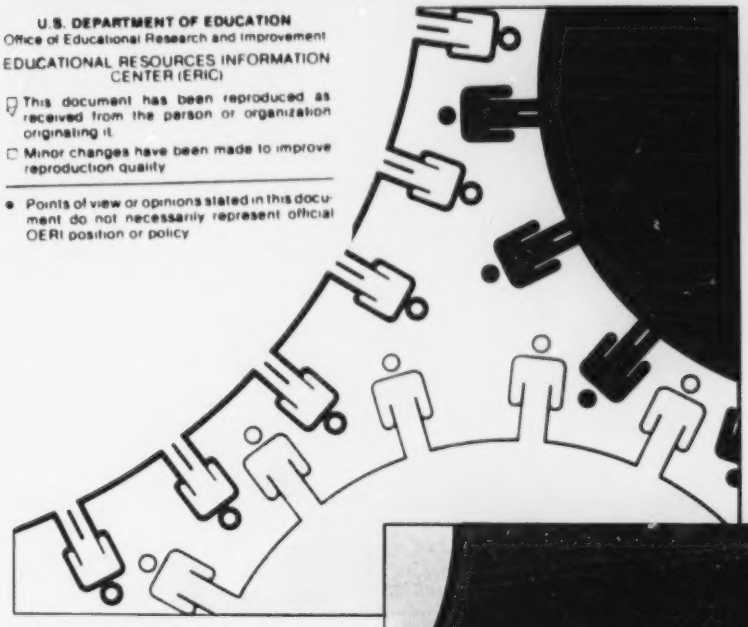

Guidelines for practitioners

Work BASE TRAINING

An ALBSU special development project

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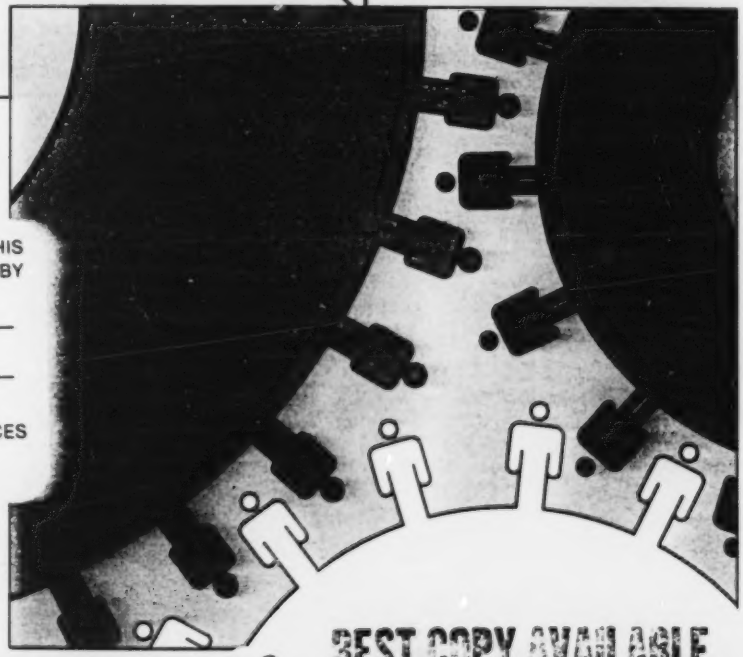

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SETTING UP WORKPLACE BASIC SKILLS TRAINING

Guidelines for practitioners

An ALBSU special development project

ALBSU
Adult Literacy & Basic Skills Unit

Work BASE TRAINING

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Acknowledgements

Thanks to ALBSU for funding the project and to Jim Pateman of ALBSU, Gwenda Potter of Bristol Open Learning Centre and Melanie Kelcher of Workbase for all their help and support.

Thanks also to the following contributors:

Mary Barton and Vivienne Fisher, *Rochdale College*

Lorraine Collins, *Hillingdon Adult Education*

Dorset Adult Literacy & Basic Skills Service

Kwame Nyamah & Rose Taw, *Workbase*

Glenys Smith, *Bristol Open Learning Centre*

and to the practitioners who piloted this document.

Written by Libby Rees

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Adult Literacy & Basic Skills Unit, Kingsbourne House, 229/231 High Holborn, London WC1V 7DA.

ISBN 1 870 741 21 8

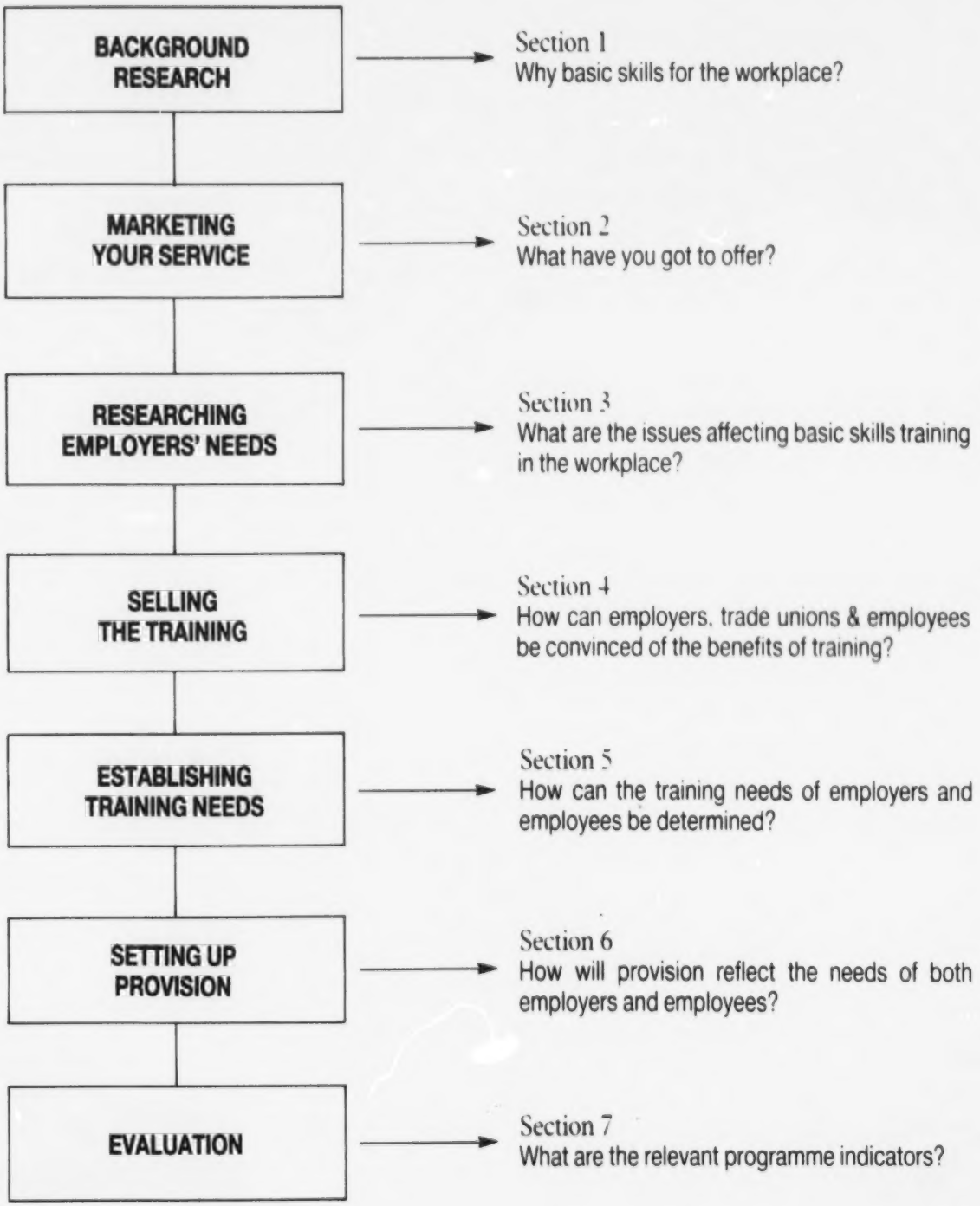
Design: Studio 21

Introduction

ALBSU has taken Literacy and Work as one of its special themes for International Literacy Year. As part of its work in this field, ALBSU is funding this Special Development Project. The project will enable Workbase to provide advice and consultancy on all aspects of work related basic skills provision to practitioners. This means we'll be able to work with Local Development Projects, Open Learning Centres, Adult Basic Education and Further Education providers.

Workbase has 12 years experience of promoting basic skills training. As a non-profit making, independent organization it has the support of the Confederation of British Industry, the Local Government Training Board, the National Health Service Training Authority and the Trades Union Congress.

Stages in Setting Up Workplace Provision


BACKGROUND RESEARCH
Section 1
Why basic skills for the workplace?
MARKETING YOUR SERVICE
Section 2
What have you got to offer?
RESEARCHING EMPLOYERS' NEEDS
Section 3
What are the issues affecting basic skills training in the workplace?
SELLING THE TRAINING
Section 4
How can employers, trade unions & employees be convinced of the benefits of training?
ESTABLISHING TRAINING NEEDS
Section 5
How can the training needs of employers and employees be determined?
SETTING UP PROVISION
Section 6
How will provision reflect the needs of both employers and employees?
EVALUATION
Section 7
What are the relevant programme indicators?

Section 1

Research

Why basic skills for the workplace?

This section aims to provide a context for workplace basic skills provision.

You may wish to follow up this section by referring to:

- Training in Britain *(The Training Agency)*
- Managing the Skills Gap *(CBI Report 1989)*
- Negotiating Training at the Workshop *(A TGWU Guide 1990)*

These will provide a wider perspective on training issues, from a variety of viewpoints.

There is a critical need to develop basic skills provision in the workplace as changes in working practices demand higher levels of skill from employees. As jobs become more complex and duties more varied, good reading, writing and computation skills have become essential. Listening and oral communication skills are important too, as workers need to exchange ideas and information with colleagues, clients and the general public.

Workbase's aim has always been to provide opportunities for education and training for those who have received least in the past. We work with groups such as hospital catering staff, production line operatives, gardeners, construction workers, care assistants, cleaners and shop floor staff.

For all these workers, new legislation and new technology have brought rapid changes to their jobs. In an effort to keep abreast with the demands of their work, some individuals have sought help from their local Adult Education Centre or college. But for many, obstacles such as shift work, family commitments or lack of knowledge about local provision have blocked their progress. The development of Paid Educational Leave (training during work time) is vital if such employees are to upgrade their skills to meet the challenges of the 90s.

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The Need for Basic Skills Provision in the Workplace

Six million people in England and Wales have some difficulties in basic skills When asked what problems this caused, 52% of them said "access to jobs" was their greatest difficulty.

13% of adults have basic skills problems. There is considerable evidence that the proportion of adults with basic skills difficulties is significantly higher among the unemployed and those in low paid work.

Workbase research indicates that up to 30% of low paid workers need basic skills training. This figure rises to almost 80% in some inner city areas.

Competency criteria are being introduced into many areas of work previously regarded as "unskilled". Standards of competence are drawn up by the relevant Industry Lead Body and monitored by the National Council for Vocational Qualifications. As with the 'Wordpower' Communication Skills and the Numeracy Accreditation Schemes, competency is based on levels of achievement. The initiative will lead to an increased demand for the basic skills workers will require to gain job-specific National Vocational Qualifications.

In Germany, electronics workers keep up to date by comprehensive retraining programmes every two years. In Britain, by contrast, two out of three workers interviewed by "Training in Britain" (a Training Agency study) claimed to have had no training at all in the last three years.

In 1987, the reported percentage of unskilled and semiskilled workers having had any training in the last three years was 11%.

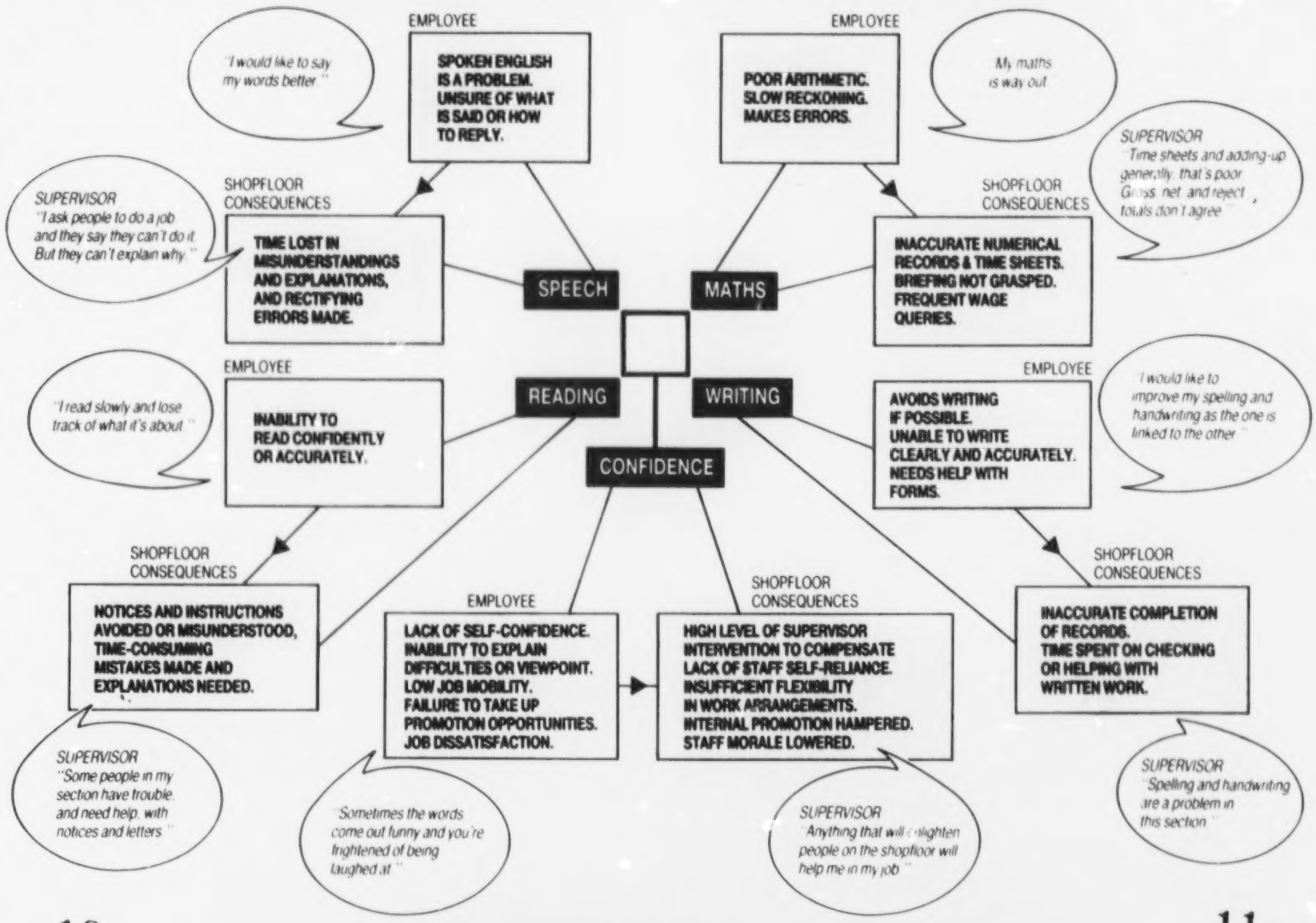
In December 1989, the Secretary of State for Employment announced the Government's targets for training in the 90s. They included the following:

- By 1992, all employees should be taking part in company driven training or developmental activities.
- By 1995 at least half the employed workforce should be aiming for updated or new qualifications within the NVQ framework and should have individual action plans to which their employers, as well as they themselves, should be committed.
- By 2000, a minimum of half the employed workforce should be qualified to level 3 of the NVQ or its academic equivalent (A Level).

These targets mean that basic skills training will be an important issue for employers in the 90s.

The flow diagram shows how shop floor efficiency may be adversely affected by lack of communication and calculation skills.

EDUCATIONAL NEEDS ⟷ SHOPFLOOR PROBLEMS


EMPLOYEE
"I would like to say my words better."
SPOKEN ENGLISH IS A PROBLEM. UNSURE OF WHAT IS SAID OR HOW TO REPLY.
EMPLOYEE
My maths is way out
POOR ARITHMETIC. SLOW RECKONING. MAKES ERRORS.
SUPERVISOR
"I ask people to do a job and they say they can't do it. But they can't explain why."
SHOPFLOOR CONSEQUENCES
TIME LOST IN MISUNDERSTANDINGS AND EXPLANATIONS, AND RECTIFYING ERRORS MADE.
SPEECH
MATHS
SHOPFLOOR CONSEQUENCES
INACCURATE NUMERICAL RECORDS & TIME SHEETS. BRIEFING NOT GRASPED. FREQUENT WAGE QUERIES.
SUPERVISOR
"Time sheets and adding-up generally: that's poor. Gross, net and reject totals don't agree."
"I read slowly and lose track of what it's about."
EMPLOYEE
INABILITY TO READ CONFIDENTLY OR ACCURATELY.
READING
WRITING
EMPLOYEE
AVOIDS WRITING IF POSSIBLE. UNABLE TO WRITE CLEARLY AND ACCURATELY. NEEDS HELP WITH FORMS.
"I would like to improve my spelling and handwriting as the one is linked to the other."
CONFIDENCE
SHOPFLOOR CONSEQUENCES
NOTICES AND INSTRUCTIONS AVOIDED OR MISUNDERSTOOD, TIME-CONSUMING MISTAKES MADE AND EXPLANATIONS NEEDED.
SUPERVISOR
"Some people in my section have trouble, and need help, with notices and letters."
EMPLOYEE
LACK OF SELF-CONFIDENCE. INABILITY TO EXPLAIN DIFFICULTIES OR VIEWPOINT. LOW JOB MOBILITY. FAILURE TO TAKE UP PROMOTION OPPORTUNITIES. JOB DISSATISFACTION.
"Sometimes the words come out funny and you're frightened of being laughed at."
SHOPFLOOR CONSEQUENCES
HIGH LEVEL OF SUPERVISOR INTERVENTION TO COMPENSATE LACK OF STAFF SELF-RELIANCE. INSUFFICIENT FLEXIBILITY IN WORK ARRANGEMENTS. INTERNAL PROMOTION HAMPERED. STAFF MORALE LOWERED.
SUPERVISOR
"Anything that will enlighten people on the shopfloor will help me in my job."
SHOPFLOOR CONSEQUENCES
INACCURATE COMPLETION OF RECORDS. TIME SPENT ON CHECKING OR HELPING WITH WRITTEN WORK.
SUPERVISOR
"Spelling and handwriting are a problem in this section."

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Section 2

Marketing
What have you got to offer?

This section asks you to consider your service in marketing terms.

You may wish to follow up this section by completing the Marketing Checklist.

Setting up any type of new provision is time consuming. Setting up workplace provision is extremely time consuming. Background research, telephoning, setting up meetings, negotiating and travelling invariably take longer than expected. One of the first considerations should be how much time you will be able to devote to the project. It is probably wise to start with a project that can be accomplished within a reasonably short time.

Once you have set a realistic timescale, the next issue will be how to initiate the programme. Many educationalists find it uncomfortable to think in marketing terms, but the employers you contact will certainly view you as a business with a product to sell. For this reason, it helps to think in marketing terms from the start. You will need to ask questions like:

What am I selling?

Your "product" is basic skills training, but what type of training will you offer?

Open learning is very attractive to employers because of its flexibility. Open Learning Centres are able to "tailor make" courses to the needs of individual employees. This sort of flexibility is rarely available in other forms of provision and is very cost effective for the employer.

You may be able to develop "open" courses on a topic such as metric measurement or report writing for trainees from a number of small employers.

"Closed" courses for students from one company, dealing with the paperwork and issues specific to that company are another option.

Centres with expertise in working with women returners or unemployed people may develop pre-recruitment courses, linking the skills of trainees with the requirements of local employers. Ideally, participants should be guaranteed a job interview at the end of the training period.

You will also need to consider how many places you can offer on your training scheme.

What are the special features of my product?

Are there any subjects that you are particularly expert in? What relevant experience can you offer the customer? You will need to establish your credibility with the client.

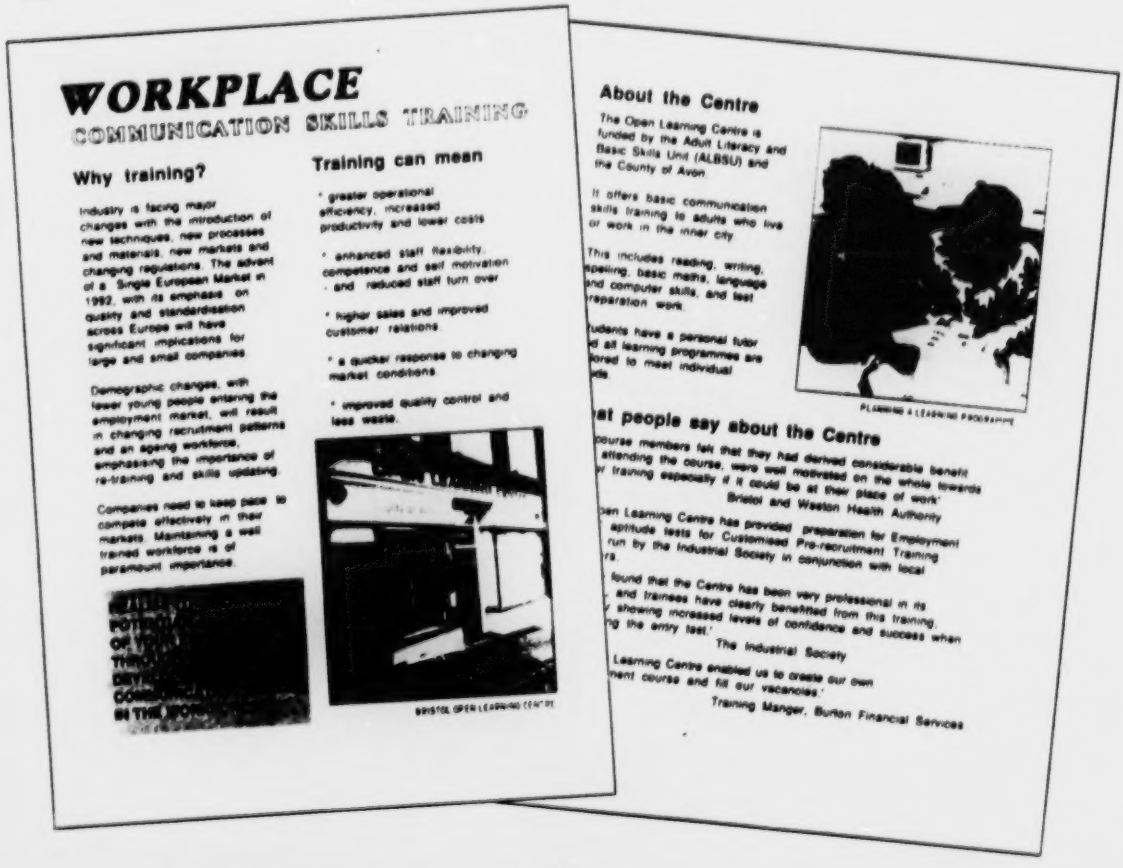
Who are my potential customers?

Your customers will be the employers in your area. Before contacting them, you will need to investigate local employment issues such as any local skills shortages and growth industries. You may wish to concentrate your efforts on either public or private sector employers.

How can I publicize my product?

In other words, how will you contact local employers? Do you want to advertise to all the employers in your area (e.g. through a mailshot), or target particular employers who may need your services? These decisions will depend on the size of your budget and the type of provision you aim to offer.

If you decide to "mailshot" employers, make sure your publicity looks really professional (see the example from Bristol Open Learning Centre) and follow up with a phone call. Or phone first (write yourself a script) and follow up with written details, addressed "for the attention of" the person you spoke to.



WORKPLACE

COMMUNICATION SKILLS TRAINING

Why training?

Industry is facing major changes with the introduction of new techniques, new processes and materials, new markets and changing regulations. The advent of a Single European Market in 1992, with its emphasis on quality and standardisation across Europe will have significant implications for large and small companies.

Demographic changes, with fewer young people entering the employment market, will result in changing recruitment patterns and an ageing workforce, emphasising the importance of re-training and skills updating.

Companies need to keep pace to compete effectively in their markets. Maintaining a well trained workforce is of paramount importance.

Training can mean

- greater operational efficiency, increased productivity and lower costs
- enhanced staff flexibility, competence and self motivation and reduced staff turn over
- higher sales and improved customer relations
- a quicker response to changing market conditions
- improved quality control and less waste.

About the Centre

The Open Learning Centre is funded by the Adult Literacy and Basic Skills Unit (ALBSU) and the County of Avon.

It offers basic communication skills training to adults who live or work in the inner city.

This includes reading, writing, spelling, basic maths, language and computer skills, and test preparation work.

Students have a personal tutor and all learning programmes are tailored to meet individual needs.

What people say about the Centre

'Course members felt that they had derived considerable benefit from attending the course, were well motivated on the whole towards their training especially if it could be at their place of work.'

Bristol and Weston Health Authority

'The Open Learning Centre has provided preparation for Employment Aptitude tests for Customised Pre-recruitment Training courses run by the Industrial Society in conjunction with local employers.

We found that the Centre has been very professional in its approach and trainees have clearly benefitted from this training, generally showing increased levels of confidence and success when undertaking the entry test.'

The Industrial Society

'The Open Learning Centre enabled us to create our own recruitment course and fill our vacancies.'

Training Manger, Burton Financial Services

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It's probably unwise to pin all your hopes on mailshots or cold calling. These methods help to raise awareness, but they are unlikely to bring in many new clients.

What is it worth?

How will the project be funded? Who will pay and how much?

Because the training you are offering is customised, every case will be different. Costs will depend on a range of variables, including;

- the time you need to put into development work
- the length of the course
- whether the programme is long term or a "one-off"
- whether training is offered to individuals or groups of employees

You will also need to take into account whether your scheme is able to subsidise training, or if you need to show a profit.

As a very rough guide, you could expect to spend about 130 hours on setting up and teaching a 60 hour course.

Teaching	60 hours	130 hours plus admin and any travelling time.
Material Development	30 hours	
Interviewing	10 hours	
Research and Negotiation	20 hours	
Meetings, Evaluation	10 hours	

If the course were to be self-financing you would need to charge for 130 Grade V hours, plus admin, travelling, and cost of materials. However, it is likely that this cost would still be very much cheaper than any management training course of comparable length.

How can I contact the employer?

Mailshots and cold calling can be expensive for the results they produce. It may be more effective to concentrate efforts on 'targeting' employers you can identify as potential clients.

Ideally these will be organisations which

- employ a large proportion of manual staff
- are committed to a policy of staff training
- are represented on bodies such as the TEC, Chamber of Commerce, Employers' Association, or Local Employers' Network.

Checklist: **Marketing the Service**

The Product

.....

.....

.....

Number of Places Available

.....

Special Features of the Product

.....

.....

.....

Potential Customers

.....

.....

.....

Publicity

.....

.....

.....

Funding/Allocation of Staff Hours

.....

.....

.....

Strategies for contacting employers

Develop links you already have with local employers. For instance, if your centre/college has a governing body, it is likely to include industry representatives.

Use contacts developed by other departments in your institute. For instance, if the engineering department is providing training for employers, find out if there is a need for a basic skills component in the course. Does the employer have basic grade staff who are not receiving training simply because they don't know it is available?

Ask current students about training opportunities offered by their employers.

Invite employers to open days, training events and seminars.

Do a presentation for the Local Employer Network or Chamber of Commerce.

Make contact with your Local Training and Enterprise Council. During 1990, TECs will be set up in every region of the country. Their purpose is to promote and develop training opportunities and while they will be largely concerned with the needs of unemployed people they also have a brief to extend training opportunities to employees.

Cultivate a "friend with clout" – a supporter who believes in what you are offering and who is known to local employers.

It could be:

- The Economic Development Unit of the local council.
- The Co-ordinator of the Local Employment Network
- The Director of the "Special Needs" group of the TEC (basic skills usually falls within the Special Needs remit of the TEC)
- The Adult Careers Advisor
- A Union regional representative or education officer
- Workbase.

Identifying Local Contacts

Major employers of basic grade staff in the area .....

.....

Training manager/personnel contact numbers .....

.....

Names and contact numbers for unions in these organisations .....

.....

.....

.....

Name and contact number of Local Employer Network co-ordinator .....

.....

Contact name and number for the TEC .....

.....

Contact name and number of the Adult Careers Advisor .....

.....

Employers represented on governing body .....

.....

.....

Other employers with whom you have contact .....

.....

.....

Section 3

Researching Employer Needs
What are the issues?

This section aims to provide information on the major issues facing employers and how they influence training strategies. You may wish to follow up this section by drawing up a cost/benefit analysis for a local employer.

Most employers will be aware of unmet training needs within their workforce and training needs are growing all the time. The working environment is changing rapidly and the rate of change is likely to continue to increase. New technology and new legislation, together with demographic changes are issues which face employers with a number of difficult problems.

What are the Employment Issues?

Skills Shortages

The CBI estimates that a quarter of British companies are affected by skills shortages. Some areas are worse hit than others: for example there are particular shortages of care workers and office staff in London. The shift towards service industries means that there are fewer unskilled jobs and increased demands for skilled staff.

Recruitment

The number of school leavers seeking work is expected to fall by 25% in the mid 1990's. 8 out of 10 people who will be working in 2000 are already in employment. Employers will need to train existing staff to fill new vacancies and seek to recruit and promote "non-traditional" workers, including older people, ethnic minorities and women returners.

Staff Retention

In order to keep staff in a competitive labour market, employers will need to offer an attractive package of salary and employment conditions. Training is increasingly seen as a "perk" and a way of investing in staff.

Compulsory Competitive Tendering

CCT, the policy of inviting tenders from private companies for services such as refuse collection or building cleaning, affects all public sector employers. High standards of training can help to retain contracts in-house.

Standards for Key Occupations

Many employment sectors are now covered by Industry Lead Bodies (ILBs) which aim to improve standards of vocational competence and establish appropriate NVQ's for staff in the industry.

Mandatory Training

Certain areas of work are now covered by mandatory training. For example government regulations make training in handling pesticides available to gardeners. To take advantage of this training, they need to be familiar with metric measurement, volume and ratios. Food hygiene training is about to become compulsory for catering staff, and many employers are already providing training in food handling for their staff. Difficulties in training are already arising because staff do not have the literacy skills to cope with formal assessment.

Government Legislation

White papers on Care in the Community, Local Management of Schools and the Environment will create new training needs in the public sector. For instance, school caretakers may have to take responsibility for paper work as a result of Local Management of Schools.

Quality Assurance Initiatives

The adoption by many British manufacturers of Japanese style "total quality" programmes makes new demands on manual staff and creates new training needs. As shop floor workers take on responsibility for production levels and quality control, they have to be able to understand productivity charts and forecasts, develop confidence in discussing quality control issues and attend team briefings.

Customer Care

Customer care is increasingly an issue not just in private businesses but in public sector areas such as hospitals and local government services. The public sector employees who have most contact with "customers" are low paid staff – care assistants, domestics and caterers. These staff need excellent communication skills to deal with members of the public.

Multi skilling/New technology

Increased flexibility in the workforce and the ability to fulfil a variety of different functions are vital if the employer is to make best economic use of staff available. New technology has led to a decrease in routine tasks and a consequent emphasis on manual staff performing trouble shooting and quality control roles on the shop floor.

Staff need enhanced basic skills to use equipment such as VDUs, calculators and computerised tills.

TECs

The first Training and Enterprise Councils began operating early in 1990. Their brief is to support local training initiatives: they also demand that employers become more involved in training issues. TECs have considerable independence in deciding how they use their budgets, so it is difficult to predict how many of them will make basic skills training a priority. Each TEC has a number of sub-committees or task groups. Basic Skills provision is usually the responsibility of the Special Needs or Equal Opportunities task group. Some practitioners have already been asked to put in proposals for basic skills training to their area TEC.

What are the Costs and Benefits of Training?

While the actual cost of training is not high, providing cover for staff absent on training courses can be very expensive. The employer will therefore demand a very clear demonstration of the benefits training can offer his organisation before making the investment. One way of providing this information is to draw up a cost/benefits analysis setting out in full the advantages of training and how it relates to the concerns of the organisation. Details of predicted future changes and skills requirements should also be included.

The cost/benefit analysis aims to bring together the two sides of the equation: the influences for change and the need for training. This example was drawn up for a London Health Authority:

The Need for Training

The development of training for Ancillary and Low Grade Staff must be a priority if the Health Authority is to address issues of:

Skill mix	Flexibility and some degree of interchangeability will be essential if services are to be maintained.
People supply	Demographic changes and skill shortages have already led to severe recruitment problems within the Health Authority – amongst administrative and clerical staff the vacancy rate is 26%. There is also a heavy and costly reliance on Agency staff – 7% of the workforce.
Competency	Standards of job performance need to be identified and staff competence maintained to ensure that service standards do not drop. The recognition of competence through NVQs will provide all employees with the opportunity to develop to their full potential and provide opportunities for career progression and advancement.

Change	Enormous changes are taking place in the Health Authority including meeting requirements of the White Papers, finalising the agreement on the new hospital and establishing contracts. Training has a role to play in equipping staff to manage and cope with change and is an investment in organisational effectiveness.
Competition	Winning contracts and thriving in a competitive environment depends upon providing high quality services to patients. High standards of service result from staff who feel valued and have opportunities for personal development and training.
CCT	Compulsory Competitive Tendering could provide the Authority with an opportunity to re-organise services and save redundancy costs by re-training staff to work in areas of skill shortage.
Customer Service	Staff are the most valuable resource in delivering services to patients. Training must be judged in terms of its contribution to meeting the key objectives of the Health Authority.
Mandatory Requirements	Training is fundamental in terms of Health and Safety – COSHH regulations and Food Hygiene.

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Section 4

Selling

How can you justify the benefits of training?

This section details the particular 'selling points' that might be used in presentations to management, trade unionists and staff. It also lists some of the 'sticking points' – the objections you would need to counter if you are to justify the need for basic skills training.

You will have to consider how you would respond to these points in the light of your knowledge of the client organisation. It's worth being prepared for the worst and not taking any sector's approval or agreement for granted. You may wish to follow up this section by "brainstorming" responses to the "sticking points". Some possible answers are given on page 60.

Making the Case for Training to Managers

Selling Point	*Sticking Point*	*Your Response*
Productivity increase	Can you prove it?	
Happier workforce	Training has never made them happy in the past – they hate it and get embarrassed.	
Greater understanding of procedure/structures	Possibly – but staff understand enough to do their work. We don't have any problems.	
Greater efficiency	There's nothing more inefficient than taking workers off the shop-floor. Think of the cover costs!	
Access to in-house training	We don't train managers here – and promotion isn't available.	
Implementing Equal Opportunities policy	What's Equal Opportunity? No problems here, no female or black workers/all Asian people here, good workers, no problems.	
Saving Supervisors' time	Supervisors would feel threatened if staff had training. Don't want to disturb the status quo.	
Relevant workplace information	Relevant information is circulated as a matter of routine.	
Importance of training	Why? They don't need to be able to read or write to do the job.	
Independent workforce	That's the last thing we need! We pride ourselves on looking after our workforce.	
Help with the introduction of new working practises	Our staff get on with the job. They haven't got time to sit around talking about quality. I don't hold with these fancy business school ideas.	
Support the introduction of new technology	We don't have new technology in this plant/for this job. That's at a much higher level, and we recruit trained staff to use it.	

Making the Case for Training to Trade Unionists

Selling Point	*Sticking Point*	*Your Response*
Rights of members to training	Its a fine time to be doing it now: just a cynical management move.	
Happier workforce	What you are offering is too little, too late. We should have had this 20 years ago.	
Access to in-house training programmes	Not likely to lead to management or vocational training – there is no route up in this organisation.	
Greater awareness	Leads to greater dissatisfaction.	
Equal Opportunities	It's just a sop to Equal Opportunities.	
Greater interest/ participation in Union	You can't prove that union participation will improve. Looks like management are doing it for their own benefit.	
Relevant workplace information	There's our role. You will take power and influence away from us.	
Visibly doing something for members	But not *as* members. It will be seen as a management initiative.	
Save Shop Stewards' time	Give Shop Stewards even less of an 'in' with members.	
Training offers chance for personal development	Management are offering this to get more work and profit out of the workforce.	
Paid educational leave is a valuable benefit	Not as valuable as money in your wage packet. That's what our members want.	
Everyone has the right to a decent education	Middle class do-gooders!	

Making the Case for Training to St

Selling Point	*Sticking Point*	*Your Response*
No job is unskilled	They've been deskilling us for years. It's too late now.	
Training is part of your job	I hate training. It's embarrassing. It shows you up. It's too stressful.	
Everyone has the right to training	Some have more right than others. I know my job. I've been doing it 10 years.	
Training will take place during working hours	So my mates will have to work even harder to cover for me/I work different shifts. I'd miss sleep.	
No loss of pay	But what about my bonus? What about piece work rates/ overtime?	
An opportunity to improve your skills	And have everyone knowing that I can't spell properly? I'm too old to start all that. Don't need reading and writing for this job.	
Chance to get a certificate	What do I want with certificates? I'm fine as I am.	
A chance to get advice on other training opportunities	There aren't any training opportunities here. Management aren't going to train me so that I leave for a better job.	
Individual programme of work to suit your needs	It would show me up. No one here knows I have problems with reading. If the boss found out, I could be out of a job.	
Friendly, informal atmosphere	Don't believe you. It will be just like school. I hated school and don't want to be reminded of it.	

Checklist for Employer Information

Contact Name .....

Department/Job Title .....

Nature of Organization .....

Type of Product/Service .....

Number of Basic Grade Staff .....

Staff Profile .....

.....

.....

Working Patterns .....

Union(s) .....

Future Plans/Changes .....

.....

.....

Training Needs Identified by Employer .....

.....

.....

Existing Training Programmes .....

.....

Unfilled Vacancies/Recruitment Difficulties .....

.....

.....

Drawing up an Action Plan

In some cases, it may be useful to draw up an action plan of the negotiation process, which you can share with the employer representative. It will help to clarify ideas and define time scales, and could look something like this:

Suggested date	*Action*
	Meeting with employer representative to discuss needs and aims.
	Presentation to management.
	Presentation to unions.
	Meeting with management and unions to gain approval for survey to go ahead.
	Meeting to brief line managers; define job/skills requirements, make practical arrangements for group meeting with staff.
	Meeting with staff to inform them of the training programme and give opportunity for discussion. (About 30 minutes).
	Confidential interviews with staff members to establish individual needs. (About 20 minutes each).
	Analyse and evaluate results. Draw up recommendations for training.
	Curriculum development. Identify and inform course members.
	Training starts.

Each organization has different needs, so no two surveys will be the same. The action plan will be shaped according to the client's requirements, and may then be used to provide a basis for agreeing the way forward.

In some cases it might be necessary to form a steering group composed of employer representative, union representative, education providers and students to act as a means of disseminating information and agreeing strategies.

Section 5

Establishing Training Needs
How are training needs determined?

This section provides information on establishing training needs.

You may wish to follow up this section by drafting your own job skills checklist and employee interview form.

Your aim in establishing training needs is to identify two sets of criteria: the employer's requirements and the trainee's individual needs.

The training you offer will have to address both the skills and competencies needed to carry out the job effectively and the trainees' interests and needs as individuals. It will also have to take into account the range of existing skills levels among trainees.

A job skills analysis will provide information about the employer's requirements. Confidential interviews with potential trainees are the most effective way of determining individual skill levels and interests.

Job Skills Analysis

In order to provide an effective training programme, you will need a detailed understanding of the skills employees need to perform their work. Some of the areas of the job you will need to know about are:

1. Responsibility/Tasks

- what they do
- how it is organised
- responsibility for machinery
- responsibility for clients

2. Skills Needed for the Job

- reading skills
- writing skills
- numeracy skills
- communication skills for dealing with colleagues/clients/the public

3. Any Known Difficulties

- numeracy
- literacy
- communications (ask about the paperwork staff need to use)

4. Training Undertaken

- type
- length
- access
- problems

5. Changes in Job

- past changes
- future changes
- new legislation
- new technology

If you interview supervisors/line managers, you'll find that they can provide a very clear view of the problems their staff face. As a basis for a job skills analysis, you could use a checklist such as the one produced by Bristol Open Learning Centre, or devise a questionnaire using the areas outlined above.

Workplace Skills Checklist

Employer	Dept.
Address	Job/s
Phone	Ref.
Contact	Date

			comments
READING	understand signs and symbols	☐	
	understand notices	☐	
	follow written instructions	☐	
	file documents	☐	
	sort in alphabetical order	☐	
	sort in date order	☐	
	use forms, checklists, requisition orders	☐	
	use visual material – maps, plans, charts, graphs, diagrams, patterns	☐	
	read handwritten notes, memos or letters	☐	
	proofread or check details	☐	
	use the telephone directory/yellow pages	☐	
	read reports	☐	
	circulars	☐	
	handouts	☐	
	worksheets	☐	
	test papers	☐	
	understand product information	☐	

		comments
WRITING	use time sheets ☐ use work records ☐ write notes and memos ☐ make lists ☐ write labels ☐ order materials ☐ correct other peoples' written work ☐ write instructions/directions for other people to use ☐ type letters ☐ compose letters ☐ make notes from written or spoken sources ☐ use different kinds of layout – reports, memos letters, etc ☐ copy information ☐ make notes for training ☐ write essays or assignments ☐ prepare reports ☐ answer test questions ☐	
COMPUTING	use a keyboard ☐ read computer printouts ☐ use a VDU ☐ do simple word-processing ☐ enter and retrieve information ☐ use a database ☐ use a spreadsheet	
SPEAKING AND LISTENING	understand spoken instructions ☐ give clear spoken instructions ☐ understand explanations ☐ give clear descriptions ☐ answer the telephone ☐ give messages ☐ give directions ☐ use the telephone to order goods or make appointments ☐ work at reception ☐	
GRAPHICS	copy information with clear handwriting ☐ draw accurately – maps, diagrams, plans, graphs ☐ produce lettering freehand ☐ illustrate artistically ☐	

NUMBERS	count – orally ☐ read and write numbers in figures ☐ convert figures into words and vice versa ☐ add and subtract whole numbers ☐ multiply and divide whole numbers ☐ use fractions ☐ use decimals ☐ use percentages ☐ understand and use ratio ☐ use a calculator ☐	**comments**
MEASUREMENT	measure length in imperial units or metric ☐ measure weight in imperial units or metric ☐ measure capacity in imperial units or metric ☐ convert between imperial and metric measurement ☐ read dials, scales or digital records ☐ understand and use area ☐ understand and use volume ☐ estimate ☐	
TIME	read and understand 12 hour clock ☐ read and understand 24 hour clock ☐ use a calendar ☐ use a timetable ☐	
MONEY	count money and give change ☐ calculate (+ x) with money ☐ use a cash register ☐ budget and cost goods ☐ keep simple accounts ☐	
MAPS	understand the use of maps, plans and scale models ☐ use grid references ☐ extract information from graphs, charts and timetables ☐ draw graphs and charts ☐	

GENERAL INFORMATION	EQUIPMENT USED	**TRAINING/SUPPORT**	IN HOUSE TRAINING AVAILABLE
	DOCUMENTATION		PREFERRED TRAINING OPTION WITH THE OPEN LEARNING CENTRE
	QUALIFICATIONS		
	OTHER ESSENTIAL REQUIREMENTS		SUPPORT AVAILABLE FROM
	OTHER INFORMATION		SIGNED

Sample

Individual Interview Form

For The Attention of Workbase Staff Only

CONFIDENTIAL

WORKBASE – Training Needs Analysis for Staff

Name ..... Place of work .....

Interviewer ..... Date .....

Work Details

Job Title .....

How long in this job? .....

What hours do you work? .....

Previous work .....

Preferred work .....

What induction training did you receive? (e.g. tour of workplace, explanation of clocking on/off, procedures for meal break, etc).

.....

.....

Have you had any other training with your present employer?

Lifting ..... Food Hygiene ..... Fire Procedures .....

Health & Safety Precautions ..... Supervisory Training .....

Did you find this training useful? .....

.....

Do you have any suggestions for improvements? .....

.....

Any previous work related training? .....

.....

.....

What additional training do you think should be provided to do your present job?

.....

.....

Education

How old were you when you left school? .....

Did you gain any qualifications, or have you gained other skills since leaving school, e.g. Driving Test?

.....

.....

Interest in Workbase Communication Skills Course YES/NO

If not, why not? .....

This section is about the kind of skills you use now and the areas you might like to work on.

Oral Communication Skills

Would you find any of these situations difficult?

Using the telephone .....

Getting information about wages, health & safety, holidays, etc. .....

.....

Making yourself understood by others: the public, visitors or bosses .....

.....

Answering questions and giving information to clients .....

.....

How do you feel about oral Communication Skills? .....

Writing Skills

Forms (tax returns, self certification, job application) .....

Letters to friends/relatives .....

Formal letters e.g. requests for special leave, complaints about faulty goods .....

Spelling/Handwriting .....

How do you feel about writing? .....

.....

Do you use writing skills at work? How often? .....

.....

Reading Skills

What kind of things to you read? .....

Newspapers .....

Formal Documents (Instructions, Health & Safety, Letters from Management, Trade Union Circulars)

.....

Pleasure ..... Reference ..... At Work .....

How do you feel about reading? .....

.....

Do you use reading skills at work? How often? .....

.....

Maths

Arithmetic ..... Measurement (metric/imperial) .....

Calculators ..... Finance ..... At work .....

How do you feel about maths? .....

.....

Do you have to do maths at work? How often? .....

.....

Do you have to read, write or use maths at work more than you used to? .....

.....

This Section is for Bilingual Speakers only

What is your first language? .....

Previous attendance at English classes? .....

Could you write a few words to describe the work you do?

Name .....

Place of work .....

Jobs you do (duties) .....

.....

Remind the person that the form is confidential, read it through with them and explain any further action.

For those interested in a course

- Any particular requirements? .....
- Times available? .....
- Interviewer's action and reasons .....

.....

We are committed to an EQUAL OPPORTUNITIES POLICY in employment. The following information will be used for monitoring purposes only.

DISABLEMENT	Do you consider yourself disabled?	YES/NO
	Are you registered disabled?	YES/NO

RACE Please indicate to which of the following racial groups you belong.

Black-African Black-Asian White Other (specify) .....

SEX Male/Female .....

Special Needs

To assist Workbase in making courses more accessible to everyone, please indicate if you have any special needs, e.g. Physical disability, dependent relatives:

.....

.....

.....

Section 6

Setting Up Provision

How will provision reflect the needs of employers and employees?

This section is concerned with the practicalities of setting up workplace courses.

You may wish to follow up the section by using the checklist on setting up the programme. Tutors who have a particular interest in materials development may like to reassess existing materials to determine which elements may be suitable for use in workbased provision.

The Trainee's Concerns

As in any basic skills programme, many students will find it difficult and embarrassing to admit to problems. In addition, workplace students may be worried that by admitting that they have training needs they risk losing their jobs. This is especially true of those with very low-level skills, "old-timers" who have been in their jobs for many years, and people who have worked their way a few rungs up the promotion ladder. Recruitment onto workplace training has to be handled with extreme sensitivity.

It can be discouraging to find that the very people you can help most are the ones most reluctant to take up training opportunities. To encourage such employees to come forward, you will need to "sell" the training to them and present it in a very positive light. Some of these strategies may help:

1. Present the basic skills training as part of a package including Health and Safety, Employment Rights, First Aid, etc.

2. Avoid words like "literacy" or "basic skills". Give the training a positive sounding name: "Skills Enhancement Programme", "Communication Skills", "Skills for the 90s".

3. Include supervisors and union representatives in the planning process. They can reassure staff that their jobs are not under threat. (Make sure that the employer is not using your training as a means of 'weeding out' unsuitable staff).

4. Link the training to positive changes in the workplace wherever possible. Try to offer incentives for participation, such as learning how to use new and exciting technology, opportunities for promotion/regrading or meeting personal goals.

5. Make sure that the high status of the course is underlined by using good quality materials and holding the course in an attractive, comfortable venue that doesn't look like a school classroom.

6. Emphasise the managers' commitment to the programme using the fact that training takes place during work time. Encourage staff to see training as an integral part of their job.

7. Offer course participants opportunities for accreditation/certification wherever possible.

Course Aims

It is important to agree realistic aims for the course before training commences.

Aims might include:

- Developing understanding of the structure of the workplace, eg, management structure, pay structure.
- Developing self-confidence and self-awareness.
- Developing stated aspects of communication skills, e.g. working as a member of a team, report writing.
- Encouraging participants to take advantage of further education and training opportunities, e.g. local Adult Education/Open Learning provision, college provision, in-house training programmes, vocational training, including job-specific NVQs.
- Coping with change in the workplace, for example, the introduction of cashless pay.

Materials

Skills such as form filling or using a calculator are transferable. Workplace accident forms or payslips provide relevant vehicles for practising these skills and the tutor should gather and analyse examples of job related paperwork before the course begins. It is important to remember that workplace resources are used as vehicles for learning, not as a course on the content of such materials. Thus learning about emergency procedures for accidents at work is about reading instructions and giving clear written and oral messages. It is not intended to be training in how to carry out emergency procedures.

THE GERIATRIC

She was a child
Before we were born,
Now she is helpless,
Old and forlorn.
She was a bride
Long years ago,
Walking in beauty,
Cheeks all aglow.
She was a mother,
Babes at her breast,
Caring for others,
Giving her best.
She is a woman
Salute her for this.
Now she is withered
And harder to kiss,
Speak to her gently,
Nurse her with pride.
Now as she waits to
Sail with the tide,
Ours are the last hands
She'll ever hold.
Let her know love again,
Now she is old.

This poem was written by a student of the Dorset Adult Literacy and Basic Skills Service.

Write about one of your clients, using your own words.

Sample Materials

Factory facts and figures

1. Out of 2000 employees in the factory, 40% are female.

- What number of staff are female?
- What percentage of workers are male?

2. Workers in the factory have just received a 10.2% pay increase.

- The table shows their present wages.
- Calculate their new wages.

	Present Wages	*Wages with Increase*
Cleaner	5,400	
Porter	6,200	
Assembly Worker	7,300	
Manager	18,000	
Cook	9,000	

- What is the porter's pay increase worth?
- What is the manager's increase worth?
- What is the cook's increase worth?

3. The union has negotiated a 4% productivity bonus for assembly workers. Their basic salary is £140 per week. How much will they get with the bonus?

4. The union wages negotiator circulated the following details on pay at a recent union meeting.

Cleaner	Porter	Assembly Person	Manager	Cook	Training Officer	Mechanic	Personnel Officer
5,000	6,000	7,000	18,000	9,000	12,000	11,000	13,000

(Wages/Salaries in £s per annum)

- Find the range of the highest pay and lowest pay.
  (a) Add the salaries of the management staff.
  (b) What is the difference between the manager's salary and that of the training officer?
- Two of the staff are skilled workers, but not on the management side. Pick them out and find the sum of their wages.
- Find the average wage of the other three semi-skilled workers.

Health and Safety Worksheet

FIRE ACTION WORD SEARCH

D	B	L	A	N	K	E	T	S	M	P	R	X	T	U	X	L	M	T
M	R	T	Q	Y	R	M	L	T	U	R	U	N	N	I	N	G	M	S
S	A	T	U	V	X	B	W	P	X	M	P	L	K	W	E	R	T	Y
F	I	R	E	M	A	R	S	H	A	L	L	K	Z	F	S	R	H	K
O	W	B	X	M	B	W	N	C	V	I	W	W	A	T	S	E	M	T
E	M	E	T	Z	I	Q	G	H	O	P	E	M	D	E	T	U	V	L
A	Q	R	I	L	E	M	E	R	G	E	N	C	Y	L	B	U	T	T
S	E	N	N	D	K	L	M	Q	E	S	C	A	P	E	S	Z	P	E
S	O	N	G	W	I	M	X	Q	Y	L	X	W	T	P	H	C	P	X
E	M	M	U	S	P	L	E	N	D	W	K	P	R	H	B	A	L	I
M	S	L	I	D	I	S	C	O	V	E	R	Y	E	O	M	I	L	T
B	O	A	S	L	I	P	O	I	N	T	S	A	G	N	E	T	X	S
L	I	A	H	A	R	A	F	A	Q	W	D	O	I	E	G	S	W	D
Y	E	L	E	L	A	N	P	Q	M	X	R	Q	S	S	K	H	I	O
H	O	U	R	A	M	I	W	L	E	R	S	K	T	Z	P	A	N	O
A	M	S	T	R	A	C	E	I	M	P	T	Y	E	B	O	X	D	R
E	M	E	R	M	P	A	N	F	P	O	I	N	R	L	I	F	O	S
B	L	A	N	K	E	X	F	T	A	L	A	Q	S	K	U	Y	W	M
H	E	A	M	A	N	U	A	S	F	O	I	N	S	T	R	U	S	Q
A	Q	T	S	P	R	I	N	K	L	E	R	S	F	I	L	D	O	R

ALARM
EXITS
DOORS
LIFTS
PANIC
POINT
EXTINGUISHER
RUNNING
BLANKETS
TELEPHONE
EMERGENCY
ASSEMBLY
SPRINKLERS
WINDOWS
REGISTERS
FIREMARSHAL
DISCOVERY
ESCAPES

Course Outline

The benefit of starting the first day with an outline plan is that students have some idea of what the course will contain and that they see their interests and needs reflected in the course plan. The scene is thus set for student based learning.

However, if the proposed outline is too clearly defined the students may not feel confident enough to say which proposals they want and which they do not. It requires a balance of clear structure and choice between topics and skills. It should also show students that they will be able to work at their own level and follow independent work within the framework of the session's plan.

Generally the more obvious it is that the course is relevant to the particular needs of the students at work, the more productive and more enjoyable it becomes to the students.

Visiting speakers give students an opportunity to meet and talk to people who have an important role in the workplace. This needs preparation. Speakers like to have an idea of what is expected of them, how long to talk, on what subject, and they need to be asked to leave time for questions and a discussion. Having a speaker involves a number of skills: preparing questions, developing listening skills, taking notes, writing a brief report. Inviting a speaker to a course involves spending time on preparation and follow up as well as on the visit itself.

Developing a Curriculum for Work Related Basic Skills

SAMPLE

AIMS AND OBJECTIVES: for a 100hr course

A. Understand and interpret relevant workplace literature.

Completion of relevant forms, e.g. application for leave, accident and incident forms. Comprehension of staff instructions e.g. sickness absence, staff directives, new regulations. Use of internal publications e.g. Newsletters and company reports. Apply different reading techniques e.g. skimming and scanning.

B. Complete reports correctly

Understanding readership and language. Differentiating between relevant and irrelevant information. Completing incident report.

C. Understanding specific spelling techniques to improve confidence in writing

Applying these techniques when writing e.g. Mnemonics, syllable breaking. Use of a dictionary. Recognition and use of spelling patterns within own and other writing. Proof read own and other work for errors and discrepancies.

D. Understand sentence construction

Recognising the basic grammatical features that make up a sentence and application in writing. Proof reading own and other work for errors and discrepancies.

E. Monitor own needs and performance

Regular profiling of progress. Establishing future study needs.

F. Oral Communication

Listening and Understanding

Repeating oral messages and interpreting in own words. Resequencing statements in correct order. Acting upon information orally received. Understanding idiomatic expressions.

Speaking with confidence in English

Questioning and answering using accepted phraseology. Speaking clearly. Participating in role play involving both colleague and client situations.

To cater for individual student needs some flexibility is built into the overall programme.

Checklist – **Setting Up the Programme**

- Do you have a complete job skills analysis on which to base training objectives for the course?
- Have you agreed training objectives with the employer?
- Do you have detailed information on the individual needs of trainees?
- Have you designed a balanced curriculum to meet employer and employees' needs?
- Have you identified appropriate accreditation for trainees?
- Have you agreed an appropriate structure for training?
- Have you negotiated cover/release for trainees?
- Have you identified and informed trainees?
- Have you allocated and trained tutors?
- Have you contacted guest speakers?
- Have you found and booked a suitable training venue?
- Have you collected workplace paperwork for use in training?
- Have you set up avenues of communication between trainers, employers, unions and trainees?

BEST COPY AVAILABLE

Section 7

Evaluation

What are the programme indicators?

This section deals with evaluating the training programme. Monitoring and assessment are mentioned only briefly, on the assumption that you will use your existing systems. You may wish to follow up this section by using the checklist of programme indicators.

Evaluation

Evaluation is a vital part of workplace training. Managers, union representatives and line supervisors as well as the trainees themselves should be involved in the evaluation process.

Evaluation reports should include details of:

- numbers of trainees completing programme
- percentage of trainees going on to further training
- level of skills/competencies acquired during training
- certification/assessment outcomes
- degree of trainee satisfaction
- line manager's perceptions of training programme
- union representative's perceptions of training programme
- recommendations for modifications for future programmes.

Evaluation should be an ongoing process, with students feeding back opinions/feelings and any difficulties (e.g. concerning release for training) via the tutor. This is invaluable in identifying problems and rectifying them quickly.

The tutors should also have a chance to evaluate the programme, and may wish to comment on difficulties encountered and support needed/received.

Evaluation need not only be formal. Students may wish to use tape recorders to explain and explore their attitudes: trade unionists may wish to publish their evaluations in a union journal. Evaluation sheets should be seen merely as a starting point for the process.

Monitoring and Assessment

Information gathered at the interview stage will form the basis of an initial assessment of student needs. Students may also wish to complete a self assessment sheet at the beginning of the course, and should be encouraged to keep their own progress profiles to monitor their achievements.

The Wordpower accreditation scheme provides a useful means of assessment where employers or course participants request certification. The Accreditation of Prior Learning scheme may also be beneficial to students.

It is always important to set goals and targets for each session of the course and to discuss with students whether these have been met. Students should also have access to advice about future training and educational opportunities, both within their organization and in community provision.

Post-Course Evaluation Questionnaire for Unions

PRIVATE AND CONFIDENTIAL

Name .....

Position .....

1. Do you feel that implementing this programme was a joint exercise?
   1. Yes 2. To some extent 3. No
   If yes, between whom? .....
   .....

2. (a) What were the/your aims and objectives for the course?
   .....
   .....
   (b) To what extent do you feel your/the aims and objectives have been achieved?
   1. Students achieved all aims and objectives 2. Students achieved some of these 3. Students achieved few of these

3. Do you think the course has increased worker access to further training opportunities within the organisation?
   If yes, explain how this might work .....
   .....

4. (a) Has the training increased students' participation in TU activities?
   1. A great deal 2. To some extent 3. Not at all
   (b) Have you found that students want further training you can offer?
   If yes, what are the areas? .....
   .....

5. Was cover trouble free?
   1. Cover arrangements were very good 2. Cover arrangements were usually satisfactory 3. Cover was inadequate
   Were you satisfied with co-operation from management regarding course arrangements? YES/NO
   .....
   .....

6. Do you feel that the course effectively increased the communication between management, students, unions?
   .....
   .....

7. Has the programme helped students develop skills that are of value to them as members of the union?
   .....
   .....

8. Do you feel that the facilities and support given to students by the organisation were adequate?
   .....
   .....

9. In what way would you like this initiative to be extended?
   .....
   .....

Post-Course Evaluation Questionnaire for Students

PRIVATE AND CONFIDENTIAL

1. (i) What did you expect to learn from the course?

   .....

   .....

   (ii) In your view how much of what you set out to learn by attending the course did you actually achieve?
   1. Everything 2. A good deal 3. Not much

2. What part(s) of the course have you most enjoyed and why?

   .....

   .....

3. What part(s) of the course have you least enjoyed and why?

   .....

   .....

4. (i) Have there been any areas on the course that you would like to receive further training on?

   .....

   .....

   (ii) Have you received guidance as to where you can go for further training? If so, from whom?

   .....

   .....

   (iii) Do you intend to join any other course? .....

   .....

5. To what extent has this programme helped you develop skills that you feel would be of any value in another job?
   1. It has helped me develop many skills I'd need in another job 2. It has helped me develop some skills I'd need in another job
   3. I haven't developed any of the skills I'd need

   Please give examples .....

6. Do you think the course has increased your opportunities for promotion in the organisation?

   .....

   .....

7. (i) Did you find it difficult to attend the course? (e.g. time of course, venue, cover, etc).
   1. It was always difficult to attend 2. It was sometimes difficult to attend 3. It was never difficult to attend

   Please give examples .....

   .....

8. This question is about the teaching
   1. Were instructions clearly given to you in class? YES/NO
   2. Was the level of work right for your needs? YES/NO
   3. Did you have enough work to do? YES/NO
   4. In what ways has the course helped you at home and at work? .....

9. What are your feelings about the course overall?

   .....

   .....

Post-Course Evaluation Questionnaire for Teaching Staff

PRIVATE AND CONFIDENTIAL

Name ..... Position .....

1. Do you feel that implementing this programme was a joint exercise between unions and management?
   1. At every stage 2. To some extent 3. Never

   .....

   .....

2. Do you feel you were given the support you required by all concerned?
   1. I received all the support I needed 2. I sometimes received support 3. I never received support

   If not please give examples .....

   .....

3. Were the facilities provided adequate?
   1. The facilities were most adequate 2. Facilities were adequate 3. Facilities were inadequate

   If not, please give examples .....

   .....

4. Can you identify any problems you had with the running of the course? (e.g. operationally, teaching, group dynamics)

   .....

   .....

5. What do you consider were the most beneficial aspects of the course for the students? Please give examples.

   .....

   .....

6. (i) Did you cover all the aspects of the course that you have originally intended? If not, why not?

   .....

   .....

   (ii) Please list major topics covered .....

   .....

7. Were there adequate communications between all staff involved?
   1. Communications between all staff were excellent 2. Communications were adequate sometimes
   3. Communications were poor

   Please give examples of where you feel this could be improved

   .....

8. (i) To what extent do you feel you have achieved your aims and objectives?
   1. I achieved all of my aims and objectives 2. I achieved some of my aims and objectives
   3. I achieved none of my aims and objectives

   (ii) Please give examples .....

   .....

9. Do you consider the aims and objectives of the course to be appropriate?

   .....

   .....

Post-Course Evaluation Questionnaire for Management Department

PRIVATE AND CONFIDENTIAL

Name ..... Department .....

Interviewer's name ..... Date .....

No. of students attending from your department .....

1. Do you feel that implementing this programme was a joint exercise? YES/NO

   If yes, between whom? .....

   .....

2. (i) What did you expect the students to gain by attending the course? .....

   .....

   (ii) Has the course helped students to improve in these areas?

   Please give examples .....

   .....

3. (i) Do you feel this programme has helped motivate the students in the work place?
   1. It has helped motivate the students a great deal 2. It has improved motivation 3. It has not helped motivate the students

Please give examples .....

.....

(ii) Do you think you and your department have benefited from the students attending the course? If so, how? If not, why not?

.....

.....

4. Do you feel the benefits of this programme outweighed management time involved?
   1. The benefits completely outweighed management time involved
   2. The benefits mostly outweighed time involved
   3. The benefits didn't outweigh management time involved

5. Where there any problems created in releasing staff from your department? Please give examples

   .....

   .....

6. Do you feel there was good communication between Tutors, Students, Unions and Managers? Please identify any weak points

   .....

   .....

7. Do you think that the course improved the level of interest in other training within the organisation?
   1. A great deal 2. To some extent 3. Not at all

8. Can you identify any further training needs for the student on completion of the course?

   .....

   .....

9. Do you feel students are confident and more able to apply for promotion as a result of attending this course?

   .....

   .....

10. If other members of your staff so wished, would you be willing to send them on the course? YES/NO

Checklist of **Programme Indicators**

What procedures will you use to implement:

- initial student self-assessment

  .....

- on-going student self-assessment

  .....

- accreditation of student learning

  .....

- monitoring of completion/drop out rates

  .....

- employer monitoring of courses

  .....

- trade union monitoring of courses

  .....

- Monitoring of student referrals to
  - in-house training programmes .....
  - opening learning .....
  - ABE/FE provision .....

- end of course evaluation by
  - employer .....
  - union .....
  - students .....
  - tutors .....

Section 8

Case Studies

This section provides a range of case studies showing how training may be customised to the needs of the organization.

You may wish to follow up this section by devising a training programme for the client described in Case Study 6.

Case Study 1
Training to meet the demands of new working practices

The Client

A manufacturing company employing about 700 manual staff in engineering work, assembly operations and store keeping.

The Issues

The company had recently introduced a "Continuous Improvement Programme", involving all staff in participating in team briefing sessions and making shop floor workers responsible for their own quality control. However, managers were disappointed by initial staff reactions to the total quality initiative. They had hoped to harness staff enthusiasm and expertise through the team briefings but found that many workers were not participating in the meetings as fully as had been expected.

Training Needs

Workbase found that staff felt threatened by the new working practices. Many were particularly worried by the team briefings, when they were asked to take turns in chairing the meeting, taking minutes or reporting back to management. "The job is changing and we have to talk much more – that worries me". "I search for the right word to use, but it's hopeless". Because of this anxiety, most staff were not willing to speak in meetings, leaving a few people to dominate the proceedings.

Workbase recommended the setting up of a Communication Skills Course to provide the skills needed to participate in the new working practices. It also recommended courses in general and metric maths.

As a longer term aim, Workbase carried out a feasibility study on providing an on-site Open Learning facility, as the most effective means of providing ongoing training to the large numbers of workers interested in improving their communication skills.

Provision

The pilot programme of three courses: Foundation Communication Skills, General Maths and Metric Maths has been developed into a continuous programme of manual worker training.

The Opening Learning Centre is currently being developed and will be used for both manual staff and management training.

Evaluation

Courses have equipped staff with the skills necessary to take an active role in the total quality programme.

More recently, the company has had to issue redundancy notices and the training programme has been threatened by industrial action. Even when training is successful, initiatives can be overwhelmed by the organization's internal politics.

Case Study 2
Training to support new recruits

The Client

The Social Services Department of a London Borough, employing 400 home helps, including a group of approximately 30 new recruits.

The Issues

The Council was conscious that the Asian population of the Borough was under-represented in the Home Care Service. As a result of two special recruitment events, about 30 Asian women were employed as home helps. The Social Services Department was concerned that the new workers should be properly supported in their posts. *"If they leave it means we have failed"*.

Training Needs

Home helps work independently in the community and need excellent communication skills to deal with their clients, the majority of whom are elderly or have disabilities. The home help needs to be able to respond to clients, care professionals and members of the public in a tactful and understanding manner. As part of their duties, home helps are required to write notes to and on behalf of their clients, to pay bills

and do the shopping, so reading and writing skills are vital. The Council was also keen to provide training in dealing with racism, to back up its Black Workers' Support Group. Many of the new workers were women returners who had been out of employment for some time.

Provision

Eight students were selected to receive 60 hours training. The women were released for one day a week for 10 weeks. At the first session, students were told that the aim of the course was to provide opportunities to brush up the written and communication skills they need for their work. They were asked to select areas they wanted to work on from a list of topics (see below).

Workbase Communication Skills Course for Home Helps

These are some of the topics we could work on. Please tick the ones that interest you.

The Home Care Service. The role of the home help. The skills and special qualities a home help needs. ☐

Shopping. Writing lists, buying the right size. Metric sizes. Saving money. ☐

Caring for the elderly. What does it feel like to be old? Worries about money, family, poor health. ☐

Health. Medical words and their meanings. Illnesses associated with old age. Visit from a medical worker. ☐

Equal Opportunities. The council's policy. Dealing with racist comments. ☐

Education and Training. Your past experience of education. Opportunities for further training. Where to go for advice. ☐

How to complain. By letter or face to face. On behalf of a client or for yourself. ☐

Personal care for the elderly. Lifting people. What to do in an emergency. Encouraging clients to be independent. ☐

Nutrition. Special diets. Tempting people to eat. Weight loss and gain. Calories. ☐

Administration. How the system works. What happens to your pay claim. Where to get advice on tax, pensions. Booking annual leave. ☐

The Union. Its history, structure, function. ☐

Creative writing. Writing about your own experience. Writing a story. Writing for fun. ☐

Letters. Formal and informal letters. 'Business' English. Form filling. Time sheets, accident forms, application forms. ☐

Are there any other subjects you would like to work on?

Evaluation

Students filled in a simple evaluation sheet at the end of the course. They were pleased with the confidence they gained during the 10 week course. "It has helped me a great deal with my English, specially when I'm talking to clients" wrote one participant. "Discussing things with my colleagues" was the best part of the training for another. "Before I started to attend this course, I was very nervous and tense ... now I have become interested in reading and writing" wrote a third. All are keen to take up further training opportunities and two students (who do not have young children) have enrolled for evening classes at their local Adult Education Centre.

Team leaders in their evaluations noted an increased empathy with clients and an awareness of the difficulties faced by the elderly. Other home helps have asked for communication skills training and it is likely that more courses will be run in the future.

Case Study 3
Training to meet changes brought about by Compulsory Competitive Tendering

The Client

The Building Cleaning Services section of a County Council, employing about 60 school caretaking staff.

The Issues

The council was required by law to put building cleaning services out to competitive tender. This requirement directly affected both the numbers of staff employed and the duties of caretaking staff. In larger establishments caretaking has been retained, although job descriptions have changed. In smaller establishments, caretaking duties have been taken over by the Direct Services Organisation (DSO). A number of caretakers faced redundancy, some after many years of service with the council.

Training Needs

For the retained caretakers, new job descriptions meant increased paperwork including organising lettings and monitoring contracts, together with a new responsibility for supervising DSO staff, involving greater emphasis on interpersonal skills. Many of their staff who would have to look for new employment had been with the council for many years and had little experience of job seeking skills. Some had never even attended an interview.

Workbase recommended that the council assist these staff to secure alternative employment through training in job-finding skills, including filling in application forms and interview techniques. For

retained staff. Workbase recommended a communication skills course to help them adjust to their new (post compulsory tendering) duties. This training could be linked to elements of the City and Guilds Communication Skills Certificate.

Provision

Courses in job-finding skills were run by local education providers.

Three one day courses in 'Applying for Promotion' were held, with the aim of encouraging staff to apply for supervisory posts in the DSO.

These will be followed up with two-day courses in Interpersonal Skills and two-day courses in Clerical and Admin Skills. All these courses are to be offered in different venues across the county. Because the area is rural it is not cost effective to bring staff together for longer training programmes. Instead, materials produced for the written communication skills elements of the training will be available as an open learning package which can be offered at centres throughout the county. Opportunities for assessment will be provided by linking up with elements of the City and Guilds Communication Skills Certificate.

Evaluation

Student evaluation of the one day training in "Applying for Promotion" was enthusiastic. Although originally dubious about their chances of gaining employment in the new DSO, several staff who applied have been promoted to Assistant Contract Managers. At the time of writing, evaluations of the two day training courses and the open learning package are not yet available.

Case Study 4
A re-evaluation of training needs

The Client

A paper manufacturer, part of a large public company, with a workforce of about 800 in the North East.

The Issues

Paper manufacturing is an environmentally sensitive issue and the company is keen to maintain its good reputation. The unit is based in an area of high unemployment. Staff turnover is therefore low and employees generally well qualified. The company viewed training as part of the staff welfare package appropriate to a large employer.

The Project

In August '88, Workbase made presentations to training and personnel managers and also to production

managers. These were well received and Workbase set up a "training the trainers" programme for the local educationalists who would be providing the courses.

In November '88, the company withdrew from the project, stating that training was no longer a priority.

In May 1990, the client made an approach to the training providers. The company had undergone considerable changes including the introduction of new technology and working practises. There has been a change of management and the new team were anxious to promote staff development for all workers. They have requested a training needs analysis and intend to use the training programme in the North Eastern unit as a pilot which can at a later date be extended to other factories in the group.

Case Study 5
Day release training provided by Bristol Open Learning Centre

The Client

A management trainee in a large department store.

The Issues

In the course of his management training programme, the trainee was required to draft letters and write reports for senior staff. The trainee had expressed worries to his supervisor about this area of work.

Training Needs

The trainee needed to identify and understand the specific areas of difficulty he was experiencing. It was important that discussion and subsequent teaching materials should reflect the work context. The trainee needed to improve his skills not only because this was a requirement for promotion, but also to build up his confidence. He wanted to feel secure when handing over a document to clerical staff that he had got it right, and able to correct any mistakes that such staff might make.

His supervisor referred him to the Open Learning Centre for one afternoon a week. It was agreed that he should attend for 5 or 6 sessions in the first instance.

Provision

A Learning Programme was negotiated with his Personal Tutor to include revision of basic punctuation; formal letter writing, concentrating on layout and expression; and report writing, focusing on layout, language and structure.

The trainee quickly discovered that his problems with punctuation were minimal and that spelling was more of an issue. He spent one session being introduced to strategies for working on this and agreed to compile his own dictionary of difficult words which he would work on at home.

He worked through learning material on letters and reports and was able to pinpoint where he had been going wrong.

By the end of the term he felt much more confident of his abilities and equipped to deal with his spelling problem and most letters he would need to write. He felt he might need a little more time to work on report writing and would try and negotiate this with his supervisor.

Evaluation

This trainee's problem was lack of confidence to a large extent, although he did need to brush up on some basic skills and fill gaps in others. He was well motivated and able to work independently and so the flexible programme offered by the Open Learning Centre was very appropriate.

The opportunity of having somewhere to go for help away from the work environment was a factor felt to be important. This gave him some space away from the everyday pressures of work with people who would not be judging him in a work context.

Case Study 6

The Client

A local authority which has lost a contract for street cleaning services during the first round of Compulsory Competitive Tendering. They are very keen to win the remaining contracts.

The Issues

In order to win the contracts new technology will be introduced, there will be less supervision and more emphasis will be placed on satisfying customers.

Training Needs

Line Managers have identified 15 out of 24 street sweepers who are in urgent need of basic skills (and social skills) training. They are apparently functionally illiterate.

An urgent solution is needed, but the Local Authority has already made cutbacks to services and funding is a real problem. They have invited you to a meeting to discuss the problem.

Discussion Points

(i) What solutions can you offer the employer?

(ii) How will you identify the core skills needed by employees?

(iii) How will you negotiate a curriculum?

(iv) What will be your next step?

Section 9

Trouble Shooting
What went wrong?

This section describes some of the most common difficulties you will encounter when working with employers. You may wish to follow up this section by devising solutions for the problems that arise during training on page 61

However carefully you have set up the project there will be problems and some outright failures. This is bound to happen in any cooperative venture. Setting up workplace training demands the commitment of employers, unions, staff and trainers; it's inevitable that something will go wrong sometime.

Don't write off time you have spent on a 'failed' project:

- You've gained useful experience.
- You have raised the issue of basic skills training and informed the employer of available provision.
- You've gained contacts which will be useful in future work.

Projects may break down for a variety of reasons, which may have nothing to do with the training programme itself.

- The introduction of uniform business rates has forced some companies to cut budgets.
- The breakdown of negotiations on another issue may lead to either managers or union withdrawing support for training.
- The planned funding may fail to materialise, or be diverted to some other project.
- Circumstances may have changed, making training inappropriate (e.g. a company forced to issue redundancy notices will probably wish to delay training).

But, if the organisation has expressed a genuine interest in basic skills training, it is likely that they will come back to you at a later date. (see case study 4).

What can you do if the line goes cold?

1. Has your contact left?

- ask who has replaced them
- follow up any names mentioned
- phone round to ask other contacts for help

2. No longer interested?

- ask why
- are you providing what the employer wants?
- if not, can you refer on to another provider?
- are there funding problems?

3. Did you have a supporter?

- were you trying to do too much, too quickly?
- did you have adequate support?
- has your "friend with clout" any means of influencing the situation?
- have you tried calling the Workbase Helpline for practical advice and sympathy?

Problems will also arise during training. Again, it's worth being prepared for some of the most common difficulties. What strategies might you use in dealing with the following situations?

- A line manager prevents a student attending a training session, saying that the department is short staffed and the work cannot be left uncovered.
- A student makes a string of excuses for not attending training, such as appointments with the dentist, the gas man, the doctor and taking the cat to the vet.
- A manager asks to see trainees' work and observe a session.
- A trainee comes to you in great distress, saying that his colleagues are teasing him about what he is learning – "Know your ABC yet?" "What's two times two?"
- The room you made a special point of booking is "unavailable" when you and the trainees arrive. It is being used for "an urgent management committee".

In considering these problems, remember that as an "outsider", in your consultant/trainer role, you have considerable power: possibly more than you think.

Resources

The Literacy and Numeracy Materials Guide, published by the Training Agency, lists a wide range of books and other materials on work-related basic skills, so the following are only a selection of favourites that have proved useful in many contexts and that we return to again and again.

Wordpower – published by ALBSU

useful for: linked approach to communication skills – writing, reading, spelling and listening. Students seeking accreditation.

Workbase Materials Pack – published by ALBSU

useful for: ideas on adopting workplace materials for use in class. Practical advice on setting up training. Model training programme (a little dated).

Self Access Worksheets – published by National Extension College

useful for: independent work on punctuation, grammar, basic spelling skills. Especially good for ESOL students.

Our Lives Working Women – published by Eden Grove Women's Writing Group

useful for: Stimulating discussion and writing on topics including equal opportunities, part-time work, pay, ambitions.

Spelling It Out – published by BBC Books

useful for: practising spelling skills, stimulating discussion about spelling

The Numeracy Pack – Published by ALBSU

useful for: foundation maths skills, clear explanation of decimals, percentages, metrics.

Other useful publications

Crediting Communication Skills, *published by ALBSU*

Crediting Numeracy Skills, *published by ALBSU*

A Way With Numbers, *published by BBC Publications*

Establishing Open Learning for Basic Skills, *published by ALBSU*

Language Guidelines, *published by Hodder & ALBSU*

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You will probably know all these and have your own favourites too. The list does serve to show that you won't need to kit yourself out with a new set of books – the ones you already use will fit easily into the training context, particularly when used to supplement material collected in the workplace.

Examples of workplace paperwork will be your most valuable resource. Make a point of collecting as many examples as possible, including Health and Safety handbooks, accident forms, requests for annual leave, time sheets, even photocopies of posters from the notice board. Aim to build up a comprehensive file: the Workbase materials pack can provide ideas for developing worksheets around your collection.

You may not be aware of the wide variety of materials published by trade unions, many of which can be adapted for use on basic skills courses. For example NUPE has a smartly designed pack of booklets entitled "Women's Health Matters", which covers topics such as stress and Health and Safety at work. The GMB produced a guide to Compulsory Competitive Tendering for council staff, giving information on how legislation could affect their jobs. It is certainly worth asking union contacts for information and publicity leaflets.

The Transport and General Workers Union has a guide called Negotiating Training at the Workshop which tutors should find useful as a view on workplace training from the union perspective.

The Training Agency's Report, "Training in Britain" gives a useful overview of workplace training, together with quotable facts and figures.

Making the Case for Training to Managers – some possible answers

Selling Point	*Sticking Point*	*Possible Response*
Productivity increase	Can you prove it?	*Successful companies train their staff – use facts/figures to support.*
Happier workforce	Training has never made them happy in the past – they hate it and get embarrassed.	*Training may not have been pitched at the right level. Communication Skills will help staff make the most of vocational training.*
Greater understanding of procedure/structures	Possibly – but staff understand enough to do their work. We don't have any problems.	*Are you sure? Have you checked with supervisors? National figures show that 26% of adults don't understand a simple fire notice.*
Greater efficiency	There's nothing more inefficient than taking workers off the shop-floor. Think of the cover costs!	*Providing cover is a short term problem. Training offers long term benefits.*
Access to in-house training	We don't train managers here – and promotion isn't available.	*Most other companies do. Lack of training is a threat to long term competitiveness.*
Implementing Equal Opportunities policy	What's Equal Opportunity? No problems here, no female or black workers/all Asian people here, good workers, no problems.	*Have you asked staff how they feel? Equal Opportunities applies to different groups, e.g. manual workers v white collar staff.*
Saving Supervisors' time	Supervisors would feel threatened if staff had training. Don't Don't want to disturb the status quo.	*Perhaps the supervisors would like training too. Everyone needs to develop their skills.*
Relevant workplace information	Relevant information is circulated as a matter of routine.	*But is it always read and acted on?*
Importance of training	Why? They don't need to be able to read or write to do the job.	*Need to read the information you circulate, Health and Safety notices.*
Independent workforce	That's the last thing we need! We pride ourselves on looking after our workforce.	*Training will enable staff to operate without constant supervision. That must be cost effective.*
Help with the introduction of new working practises	Our staff get on with the job. They haven't got time to sit around talking about quality. I don't hold with these fancy business school ideas.	*A lot of staff resist change and cling to time wasting practices.*
Support the introduction of new technology	We don't have new technology in this plant/for this job. That's at a much higher level, and we recruit trained staff to use it.	*Don't have to be at a high level. What about a computer in the stock room, or introducing cashless pay?*

Making the Case for Training to Trade Unionists

Selling Point	*Sticking Point*	*Possible Response*
Rights of members to training	Its a fine time to be doing it now: just a cynical management move.	*If you are involved from the start you can ensure that members benefit too.*
Happier workforce	What you are offering is too little, too late. We should have had this 20 years ago.	*Better late than never.*
Access to in-house training programmes	Not likely to lead to management or vocational training – there is no route up in this organisation.	*If this training programme is well supported, there maybe more in the future.*
Greater awareness	Leads to greater dissatisfaction.	*Leads to a greater union involvement.*
Equal Opportunities	It's just a sop to Equal Opportunities.	*It's a start in the right direction.*
Greater interest/ participation in Union	You can't prove that union participation will improve. Looks like management are doing it for their own benefit.	*If you get involved, you will get the credit for supporting training*
Relevant workplace information	There's our role. You will take power and influence away from us.	*We would work through you.*
Visibly doing something for members	But not *as* members. It will be seen as a management initiative.	*Not if you are involved from the beginning. We rely on your support.*
Save Shop Stewards' time	Give Shop Stewards even less of an 'in' with members.	*Stewards will be able to talk to members about training and have an input on the course.*
Training/offers chance for personal development	Management are offering this to get more work and profit out of the workforce.	*Training is beneficial to individuals as well as to management.*
Paid educational leave is a valuable benefit	Not as valuable as money in your wage packet. That's what our members want.	*Higher skills levels/multi skilling can be used as a bargaining point in wage negotiations.*
Everyone has the right to a decent education	Middle class do-gooders!	*We are union members too.*

Making the Case for Training to Staff

Selling Point	*Sticking Point*	*Possible Response*
No job is unskilled	They've been deskilling us for years. It's too late now.	*All the more reason to get some training now. It's never too late.*
Training is part of your job	I hate training. It's embarrassing. It shows you up. It's too stressful.	*It won't be like school. You'll be able to work at your own pace. It's not competitive.*
Everyone has the right to training	Some have more right than others. I know my job. I've been doing it 10 years.	*Your job will change with the introduction of xyz. The company values your ability and wants to develop your skills.*
Training will take place during working hours	So my mates will have to work even harder to cover for me/I work different shifts. I'd miss sleep.	*Cover has been agreed and you won't loose sleep – you will get a night off so that you can come to training.*
No loss of pay	But what about my bonus? What about piece work rates/ overtime?	*Union is negotiating standard bonuses for trainees. Training will make more overtime available.*
An opportunity to improve your skills	And have everyone knowing that I can't spell properly? I'm too old to start all that. Don't need reading and writing for this job.	*You are not the only one who wants to brush-up on spelling.*
Chance to get a certificate	What do I want with certificates? I'm fine as I am.	*It would be useful if you wanted to gain promotion or change your job.*
A chance to get advice on other training opportunities	There aren't any training opportunities here. Management aren't going to train me so that I leave for a better job.	*There haven't been, but there will be training in the future. If you get a better job, that's just tough luck for your bosses here.*
Individual programme of work to suit your needs	It would show me up. No one here knows I have problems with reading. If the boss found out, I could be out of a job.	*The boss won't find out. What happens in training is confidential.*
Friendly, informal atmosphere	Don't believe you. It will be just like school. I hated school and don't want to be reminded of it.	*Explain negotiated learning. Use video or ask past students to talk about courses.*

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